

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelanto Elementary School District	Jahnnylyn J. Malana, Coordinator of Curriculum & Instruction	Jahnnylyn_malana@aesd.net

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

1. Adelanto Elementary School (AES)
2. Columbia Middle School (CMS)
3. Donald F. Bradach School (DFB)
4. El Mirage School (ELM)
5. Westside Park Elementary (WSP)

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

The district supported the identified schools in developing Comprehensive Support & Improvement (CSI) plans by providing clear CSI guidelines from the California Department of Education (CDE) School Improvement and Support Office (SISO) and framework for the needs-assessment process and development of the plans. The district prepared a presentation that captured the details and expectations of the CSI grant including the school eligibility criteria, program requirements, allowable/non-allowable expenditures, grant reporting requirements, sample CSI plan timeline, and the new School Plan for Student Achievement (SPSA) template. CSI principals sought involvement of various stakeholders (School Site Council (SSC) and English Learner Advisory Committee (ELAC) members, parents, staff). District leadership then met and collaborated with various stakeholders representing each of the identified CSI schools and presented the district's Professional Learning Network (PLN) theory of action and principles, i.e. if the district supports district and site leaders to create a strong network of school teams trained and ready to lead their communities toward more equitable practices, the

district will noticeably improve administrator leadership capacity and increase student outcomes. To implement these principles, the district led the CSI schools through an 8-step systemic change model grounded in theories by John Kotter, Michael Fullan, and the Carnegie Foundation.

The 8-Step School-Wide Change Model consists of the following:

- Step 1: Establish a school-wide leadership team
- Step 2: Create the school profile and vision for school improvement
- Step 3: Conduct data Inquiry and identify trends and patterns
- Step 4: Complete a comprehensive needs assessment
- Step 5: Perform root causes analysis
- Step 6: Identify a problem of practice and strategies to close the gaps
- Step 7: Identify strategies to enhance culture/climate and build leadership capacity for systemic change
- Step 8: Strategic Planning: Complete CSI Plan/SPSA for effectively meeting ESSA requirements and improving student outcomes

The district further supported the identified schools by providing a comprehensive guidance and timeline for the development and implementation of CSI plans. The timeline includes ongoing “Drop-in Hours” that establish periodic (twice a month) dates when the district meets with site leadership for guidance, technical assistance, ongoing coaching and support model, and/or overall professional learning sessions.

The district guidance provides directions for site leadership teams to:

- Partner with site stakeholders such as staff, parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC).
- Conduct a comprehensive needs assessment and data analysis:
 - Summative Assessments: Three-year data analysis on CAASPP (SBAC ELA and Math & ELPAC) and CA School Dashboard indicators on Academic Achievement, Chronic Absenteeism, and Suspension Rates
 - Formative Assessments: Star Reading/Math, and other pertinent data available to the site
 - Needs-assessment survey results/data
- Identify trends/patterns and perform root cause analysis
- Meet with SSC and ELAC to present key findings from student achievement data and needs assessment and obtain input in the development of the goals and strategies.
- Set vision and using data, identify needs, develop goals, and measurable outcomes addressing the needs of student groups

- Provide evidence-based interventions, strategies, actions, and services and determine proposed expenditures
- Note: Proposed expenditures should be based on the projected resource allocation from the district to address the findings of the needs assessment consistent with the state priorities and district LCAP including identifying resources inequities.
- Provide SPSA proposal with projected budget for approval to SSC
- SSC minutes must indicate that the school's budget was discussed and motion was made
- Upload plan to Document Tracking Services:
 - Include: SSC agenda, sign-ins/attendance record, and minutes indicating that the SSC developed/reviewed/approved the 2020-2021 SPSA and its proposed expenditures.

District and site leaders continued collaborating with previously mentioned stakeholder groups for input and feedback in the development of the plan. As aforementioned, the types of data that were analyzed in the development of the CSI plans were the California School Dashboard state indicators data and local indicator data focused on academic achievement, English learner's attainment of reclassification, attendance, discipline and suspension data, and school climate data. The district provided a data presentation containing all of the school site data with state color indicators that indicate CSI eligibility. The district provided CSI school administrators with a data protocol to utilize in analyzing their own data with stakeholders. The data provided to school sites outlined data for three years' time allowing for trend analysis and focused on data organized by all students, student groups, and grade levels. The District likewise held strategic leadership meetings to review resource inequities and select evidence-based interventions.

Some of the driving questions posed for resource inequity review were:

- What actionable inequities were identified by the school?
- Do all at-risk students have access to interventions and additional supports as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do all students have access to technology and other instructional materials?

After identifying site needs, planning teams determined relevant evidence-based interventions that would best serve their needs. Interventions were selected based on criteria for strong evidence, moderate evidence, or promising evidence and also based on local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support).

To address inequities the district and sites allocated funds to enhance systems of curriculum and instructional support, professional learning, and onsite coaching. The district also made certain that individual site allocations were updated to ensure equitable funding based on school size, student enrollment, needs assessment results, and evidence-based interventions sites plan to implement. All at-risk students have access to interventions and additional supports as needed through the Multi-Tiered System of Support (MTSS) and Student Success Team (SST) processes and provision of before or after school tutoring. Middle school master schedules also include ELA/math support classes to give struggling students targeted assistance. The district ensures all students have access to technology and supplemental instructional programs and services. Teacher technological proficiency is enhanced with a creation of site-based technology support specialists that teachers can more easily access when they need assistance. On site discretion, paraprofessionals are also utilized to support teachers in addressing student needs. Instructional support aims to build content knowledge and pedagogical practices within the context of equity and inclusive access to learning for all, so that educators can deliver culturally relevant and rigorous instruction to cater to all student's learning needs equitably and effectively.

Furthermore, the district ensured the development of site plans met certain expectations and requirements through a CSI plan/SPSA review process that involved district department leaders (e.g. assistant superintendents--human resources, academic services, and business services; directors and coordinators).

They CSI plan/SPSA review involved the following leadership roles and tasks as follows:

Assistant Superintendent (HR & Academic Services) & Coordinators & Directors review the SPSA to:

- determine if the needs of subgroups are being appropriately addressed
- determine if targeted students' results are being fully monitored, evaluated for efficacy, and that the monitoring process is described in clear, complete, and specific detail
- determine if the strategies and actions to support the strategies are of high quality (evidence-based, specific, and clear) and will likely result in the school meeting its goals and measurable objectives
- determine if the goals and measurable objectives are challenging but achievable
- determine if, overall, the SPSA is an actionable plan that will move the school toward its vision Assistant

Superintendent (Business Services Staff) review the SPSA to:

- determine if the cost is “necessary” (is it clearly tied to a measurable objective and strategy in the plan?)
- determine if the cost is “reasonable” (does it meet the prudent person’s standard?)
- determine if the cost is “allowable” (does it address a need that is based upon data? does it match the needs of the targeted population?)
- determine if the SPSA meets the legal requirements of the respective programs

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Moving forward, the district will actively monitor and evaluate the implementation and effectiveness of the CSI plans to support student and school improvement with an annual comprehensive needs assessment, stakeholder surveys, and district/school wide team meetings throughout the year to review student data and progress towards set goals. Various stakeholders (e.g. district/site leaders, staff, parents, SSC and ELAC members) will continue to participate in a continuous improvement cycle: Plan-Do-Study-Act. Collaborative meetings will focus on discussions around the metrics and indicators that each school's comprehensive needs assessment identified, and strategies/activities developed around addressing identified needs. Effectiveness of evidence-based interventions will likewise be reviewed and evaluated according to the **Specific, Measurable, Achievable, Realistic, and Time-bound (SMART)** goals set by each school in their SPSA. Collaboration outcomes from sites will be shared in school site presentations summarizing the progress and effectiveness of the implementation of the plan, evidence-based interventions, and vision for reform.

The district will collect and analyze such types of data listed below to inform ongoing decision making:

- CAASPP-SBAC ELA, Math, and ELPAC
- CA School Dashboard indicators on academic achievement (ELA and math), chronic absenteeism, suspension rates, and English learner progress
- Local formative assessments/district benchmarks (e.g. Star Reading/Math, etc.)
- Professional development survey data and feedback comments
- End-of-team-meeting/conference/workshop feedback/ Plus-Delta-Missing (PDM) surveys
- Classroom instructional visits and walkthroughs data
- Parent involvement/engagement data

These types of data will be collected and analyzed by student groups and ethnicity to evaluate the effectiveness of evidence-based interventions being implemented and address more specific needs that may require more strategic planning and implementation of more effective actions, services, programs, and professional development choices.

Additional supports will also be provided to build site and district stakeholder capacity for continuous improvement. The district will continue collaborating and working with county consultants and curriculum coordinators to provide professional training and coaching sessions to teachers and site/district administrators. Other stakeholder groups such as SSC and ELAC/DELAC will also benefit from further training and workshops. Furthermore, the district is giving CSI school administrators an opportunity to participate in the National Center on Education and the Economy (NCEE)'s National Institute for School Leadership (NISL) Program. The NISL program aims to: equip school leaders with the tools, knowledge, and skills needed to make their schools high-performing for all students, and develop agile leadership that can lead an ongoing process of change and leverage strategic and systemic processes to improve schools among others.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.